

# The Northwest Missourian

Northwest Missouri State Teachers College

VOLUME XVI

MARYVILLE, MISSOURI, TUESDAY, OCTOBER 29, 1929.

NUMBER 8

## 1400 Teachers Were Guests of College at Meet

Many Distinguished Speakers and Hero  
Educators Expressed Their Ideas on  
Modern Problems Facing Schools.

Large attendance, beautiful weather, and an interesting program characterized the twelfth annual meeting of the Northwest Missouri Teachers Association and Homecoming at the College, October 29 and 30.

A crowd of teachers and former students estimated at more than fourteen hundred was in Maryville to attend the meetings and to see the Bearcats nose out St. Benedict's Ravens by a score of 7 to 6.

Classwork at the College was practically suspended as a large number of students and faculty members attended the lectures. Speakers came from a number of colleges and universities throughout the Middle West to take part in the program. Two speakers, Charles A. Lee and Dean Neal of the University of Missouri, came to Maryville by airplane.

Chief among the social activities which were a part of the program was an alumni dinner, sponsored by the Northwest Missouri Alumni Association. The dinner was held on the third floor of the Administration Building at six o'clock, Thursday, October 24.

Other activities of a social nature included an "M" Club banquet and dance, sponsored by the Club; teas, served by members of the Y. W. C. A. and the Writer's Club; and a banquet held by the members of the Knights of the Hickory Stick, an organization of teachers and supervisors who are former students of the College.

The program of the Teachers Association was divided into four general sessions. Some of the addresses in brief are carried in this issue of the Northwest Missourian.

### First General Session.

The first general session, presided over by Miss Irene O'Brien, President of the Association, opened Thursday morning in the auditorium with music by the State Teachers College Chorus under the direction of Charles R. Gardner. The following numbers were given: The Lost Chord, by Sullivan; Sanctus, by Handel; Mighty Jehovah, by Bellini.

Prayer was offered by the Reverend H. D. Thompson, pastor of the M. E. Church, South.

Miss O'Brien, in an introductory talk, spoke of her trip to the N. E. A. Convention at Atlanta. She praised Mr. Lamkin for the able manner in which he presided over the convention. Mr. Lee, who was to give the first speech on the program, did not arrive until

### Commerce Dept.

### Will Aid Students

The Department of Commerce and Business Administration of the College is perfecting and organizing to help the students who are interested in the business world, to secure positions as well as those students who are planning to teach commercial and business work in schools and colleges. The organization or placement bureau will have for its purpose to help not only students who are in school at this time but to help former students and graduates of the school to secure positions, and advancement.

Mr. Mounce, head of the department, said that he has visited certain business firms such as banks, retail and wholesale establishments, law offices and investment companies, in St. Joseph and other towns and that they seem interested, and have offered to co-operate with the bureau.

Those students majoring or minoring in business and administration are asked to come to Mr. Mounce and make out an enrollment card, in order that the bureau may know their interests and serve them better.

For the benefit of those who have graduated and are already in the field, who would like to profit by the service of the bureau Mr. Mounce would like to have them write to him and give the bureau their present address, and let the department know what type of position they are seeking.

The bureau now knows of a position open in St. Joseph where they need a person to handle cost accounting work.

Mr. Mounce says that representatives from business establishments will be here at the College to talk to the department at various times during the year.

## E. W. Mounce Gives Talk at County Show

Mr. E. W. Mounce, head of the Commerce and Business Administration department of the College went to Dearborn, Missouri last Thursday, October 24, to deliver an address at the Plate County Agriculture show, at the invitation of Mr. Dan J. Hart, superintendent of schools there who was working in the interest of the show.

The subject of the address given by Mr. Mounce was, "The New Republic." He discussed certain underlying principles of the constitution in the light of modern development.

Mr. Mounce said that there were some excellent exhibits and a fine display of public spirit shown at the county affair which was held Tuesday, Wednesday and Thursday of last week. He mentioned that the high school band which furnished music for the program was an excellent organization.

## Alumni Dinner On Third Floor Pleased Many

Home-Comers, Alumni, Former Students and Friends of the College Enjoyed Feed and Novel Program of Fun.

One of the surprises of the evening at the big Home Coming Alumni Association dinner was the presentation to those present of a special extra edition of the Northwest Missourian, which told all about the big dinner while it was in progress.

Three little news-boys came in soon after the dinner had started and made quite a disturbance calling "Extra Extra! All about the big Home Coming dinner!" and yelling, "C: Myking Mehus now delivering an address to more than 125 Alumni and former students of the College."

The front page of the paper was well marked up with heavy, black-face type telling about the program and the speakers. The page also carried several of the school songs, and the pictures of President Lamkin, and the executive committee of the Association.

Lively dance music was furnished for the occasion by Ted Breedlove's and O. K. Bovard's orchestra. Lively speeches, jokes, and songs never ceased from the beginning until the close of the meeting.

Mr. O. Myking Mehus, of the social science department of the College, made the chief address of the evening. Mr. Mehus was given twenty minutes of time which he used in urging the association to use its organization to the utmost for the betterment of its Alma Mater. He suggested several things which the members of the Association, which includes all who have ever been regularly enrolled in the College, might do to help the school. He said that members of the Association who are out in the teaching field should endeavor to send outstanding students to the College—not only outstanding athletes, but students who are prominent in general scholastic and extracurricular work such as debaters, musicians, artists, and the like. He mentioned also that they should not forget to pay their alumni dues and to keep the College informed as to their whereabouts by writing to the Northwest Missourian concerning their location and their work. The speaker talked for a few minutes to the group concerning their responsibility as teachers in the program of world peace.

Mr. John Rush, president of the Alumni Association, who is editor of the Barnard Bulletin and who was the first president of the Alumni Association, deserves a great deal of credit for the success of the dinner. Mr. Rush was untiring in his efforts, and his enthusiasm never lagged in making arrangement to make this dinner at Home Coming time one of the best ever held at M. S. T. C.

Miss Hettie M. Anthony, head of the home economics department of the College, and Miss Ruth Blanshan, instructor in home economics, together with the members of Kappa Omicron Phi, were praised by those who attended the dinner for the excellent food and for the efficient manner in which it was served. The tables were beautifully decorated. Several of the former students living in town also helped in the preparation of the dinner.

Those who were on the reception committee are as follows: Miss Minnie B. James, Mattie M. Dykes, Mr. Lowell L. Livingston, Mr. Leslie G. Somerville, Mrs. Ralph Marcell, Mrs. J. B. Anderson, and Miss Nell Hudson.

## Marjorie Barton Will Present Piano Pupils

Recital to Which Public is Invited Will Be Given in Hall 205, Administration Building, Saturday, 2:30 p.m.

A piano recital will be given on Saturday afternoon, November 2 at 2:30 o'clock in Room 205 in the Administration building by piano pupils of Marjorie Barton of the College Conservatory of Music. The public is cordially invited to attend. Miss Barton, who has been justly recognized by the people of Maryville as a pianist of unusual ability, will play a group of selections at the conclusion of the recital.

The head of the department of music of the College has said concerning Miss Barton, "I searched all over Cincinnati and Chicago to find the pianist who could fill the position for the College and community which we wanted filled. We wanted the children and others of this community to have the opportunity of hearing beautiful music as well as to have the opportunity of receiving instruction in music, and now they have it. The Conservatory of Music of the College is indeed fortunate in that it has two such excellent pianists as Miss Barton and Mr. Holdridge on its faculty. These pianists, together with other artists of the Conservatory are to appear on community programs in the district during the year."

The program which will be given Saturday is as follows:

The Wood Pecker.....Jesse Brownies Drill.....Charles Vincent Wolters

Happy Songs.....Curtis The Bells.....Phyllis Jean Price

Duet.....Brazelton Marguerite Thorp, Miss Barton

Little Wooden Shoes.....French Melody

Dorothy Jeanette McHus

Reap the Flax.....Folk Melody

Childrens Dance.....Brazelton Betty Blagg

Duet.....Brazelton Charles Pfieffer and Miss Barton

The Clown.....Beyer

## FORTHCOMING EVENTS

Nov. 1—P. M. Bearcats play Mules

Nov. 1—Evening, College Party.

Nov. 6—Trial: State vs. C. Morris at Law Club Meeting.

Nov. 19—"The Thirteenth Chair," by Dramatics Club.

Nov. 25—Oxford Debate Team, here

Nov. 27—Close Fall Quarter, 4 p. m.

Dec. 3—Opening Winter Quarter.

Dec. 4—Class Work Begins

Dec. 7—Entrance and Advanced Standing Examinations.

Dec. 20—Friday, 8 p. m. to Monday,

Jan. 6, at 8 a. m.—Christmas Vac-

cation.

1929 Football Schedule

Nov. 1—Warrensburg—There.

Nov. 8—Omaha U—There.

Nov. 18—Rolla—There

Nov. 22—Neb. S. T. C., Kearney—

Here.

Nov. 28—Kirksville—Here.

## Past-President of Association Gives Address

Miss Irene O'Brien Tells Group at District Meeting That the Country Teaching Job Is Worth While.

Since my teaching experience was principally in the country and since I have worked with rural people as county superintendent and as supervisor, I am quite convinced that the country job is worth while. I hope that, as a result of my efforts today, those of you who may be discouraged and who may be saying to yourself that you are going to get a better position, may see the worthwhileness of your job.

In 1924 C. L. Galpin, from the Department of Agriculture made the following statement before the N. E. A.: "The greatest unsolved educational problem is the rural school."

I read in the Rural School Journal in an article by Ruth M. Johnston the following statement, "Books have been written, tracts and pamphlets have been written but nothing has been done" about the rural school.

I am reminded of the colored man who said "folks talk an awful lot about the weather but nobody does anything about it."

If we follow the reports of the N. E. A., we find that there is a general feeling that the rural problem is a real one.

That the country job is an important one is generally realized.

W. H. Pearce, State Superintendent of Michigan Schools said before the N. E. A. in 1928, "The rural schools have contributed to the state and nation, moral character, moral power, and the determination to do right. The rural children are not the asset of the district but of the state and nation. A nation's continued spiritual prosperity depends upon the continued welfare of urban and rural folk, living happily and contented in equality. Any nation that looks forward must look forward with the children—all the children." In 1926 J. G. Grant said before the N. E. A.: "The advancement

(Continued on page 8)

## Get Your Northwest Missourian, Wednesd'y

An effort is being made to get the Northwest Missourian out on Wednesday instead of Friday. The plan is to hand the paper to the students and faculty immediately after the close of the assembly period. Those who are not having the paper sent home or to receive some out of town will be eligible to receive the Northwest Missourian in the corridor of the Administration building after assembly.

## Education Week Will Be 11 to 17 of Next Month

Program for the Week Is Built Around the Seven Cardinal Objectives of Education.—Worthy Home Membership Stressed.

American Education Week, observed annually during the week that includes Armistice Day, is a permanent nationwide institution. Many teachers colleges are now training their students in school interpretation. They make American Education Week, observed throughout the first half, the ball remained in close proximity to the center of the field. Occasionally a Bearcat or a Raven would break loose for six or seven yards, but nothing damaging was done and the ball usually left the danger zone from the end of some backfielder's toe.

The second division found going somewhat different, and maybe somewhat steeper. Whatever Coach Davis may have said to his protégés during the intermission is not known, but anyway it proved sufficient to instill a little fight, and when the kick-off was made it was evident that a score was in the offing. Continually the Bearcats, under the shrewd directing of Fischer, quarterback, broke through for substantial gains. Fischer would go back on kick formation, take the ball and go off tackle for 7 or 8 yards; "Runt" Russell, diminutive halfback, would sneak in behind center and after a fake lateral pass would reverse and cut back over the center of a line, cut surprised "beefsteak"; or Twister or Duse would cut loose for a "10 second" dash around end which usually netted several yards.

Thus the ball was advanced most of the length of the field, and finally went to St. Benedict on a touchback, when the ball went over the end line. The Ravens immediately retaliated with a punt to put the ball into safe territory, but Gottschalk's kick was high and short, and the ball came to Maryville in opponent's territory. After one or two plunges at the center of the line Fischer carried the ball over tackle (Continued on page 4)

## President Lamkin Is Continually Busy

President Uol W. Lamkin returned to Maryville Sunday, October 20, from Washington, D. C., where he had attended the second meeting of the Wilbur commission which is preparing to make a study of the proper relation of education to our government.

Mr. Lamkin said that forty of the fifty-one members of the commission were present for the meeting, and all of the eleven members of the steering committee, of which President Lamkin is a member, were present except Superintendent Davidson of the Pittsburgh Public Schools who had not returned from Europe.

The commission, which will meet again in April, now has some definite plans formed and will make the start toward carrying them out, provided necessary funds are made available. President Lamkin left Maryville Thursday, October 10, for New York for consultation with the Missouri Education Survey Staff. From this meeting, he went to Washington. Mr. Lamkin attended the meeting of the presidents of the teachers college of Missouri which was held in Kansas City, Monday, Oct. 24. He left Maryville Thursday morning and returned Thursday evening. The Warrensburg teachers wished very much to get Mr. Lamkin for their meeting last year, but he stayed for the district meeting at Maryville.

Mr. Lamkin presided at the fourth general session of the Teachers Meeting at the College auditorium, Friday evening, October 25. The sophomore-freshman hockey game failed to decide the championship team. These teams got into action last Thursday afternoon both determined to have the honor of winning the hockey tournament, each team having defeated the junior-senior team. The freshmen and sophomores struggled back and forth throughout the entire game in a futile effort to outdo each other. The freshman team scored first and then, the sophomores, in a staunch effort to maintain their high standing, knocked the ball within the striking circle. The freshmen, in an attempt to prevent the "Sophs" from scoring, became excited and their goal keeper kicked the ball through the sophomore goal. That made the score a tie, 1 to 1, which was not broken during the remainder of the contest.

As the winner of this game is to have its picture in the Tower, the tie must be played off this week. An invitation has been extended to students and others to come and see these two well-matched teams play.



**The Northwest Missourian**  
Which Was The Green and White Courier  
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Member  
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One Quarter	.25

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**COLLEGE OATH**

"We will never bring disgrace to this our College by any act of cowardice or dishonesty. We will fight for the ideals and sacred traditions of the College. We will respect and obey the College laws and do our best to incite a like respect and reverence in others. We will transmit this College to those who come after us, greater, better and more beautiful than it was transmitted to us."

**A WORD TO THE WISE**  
(From the Weekly News Review)

One hears now and then of a student who boasts that he has taken a course throughout a term without opening his textbook and that he has received a good grade. Such a feat is no doubt unusual, but in the case of a bright student, it is not at all impossible. Nor is the joke on the teachers. There is a great difference in the capacities of the various students in a large class. If the work is light enough so that the less gifted members of the group can make fair marks with honest application, it is of such nature that the more competent students may do very well without consistent effort, provided they are alert during the class discussions. If the better students take advantage of the opportunity to slacken their pace, the teacher is not responsible, but a heavy load of responsibility rests upon the individual who chases the relaxation of the loner. If he is satisfied to cut down his effort so that he will come out at the end along side his duller companions he is merely ironing out the difference between himself and them by failing to exert himself so that he will stand out in a superior position he is throwing away the chance to excel which nature has bestowed upon him. The fruit of his shiftness may be only mediocrity. But what is worse than that a boy or girl, endowed with gifts of leadership, should squander so rich a heritage? What more pitiful spectacle does a school board afford than that of a student with a finely equipped intellect who follows when he might lead. Who is satisfied with "getting by," when he might win for himself a place of honorable distinction?

Tobacco and Athletics  
By L. E. Ebanks

I know a great deal about cigarettes, from experience as well as from observation and study. Also, I am an athlete and physical culturist and have known athletes of many kinds all my life. Therefore, when I say that smoking is one of the worst things an athlete can do, I am positive of it. Modern medical science, too, declares the harmfulness of tobacco and repeatedly points out the damage resulting from using it not only to athletes but others. Smoking is not good for any athlete as it interferes with deep breathing.

People who try to convince me that smoking is all right for athletes seem to forget that both persons and games differ widely. Occasionally one may find smokers who have made remarkable records, but nearly always it is found that they were above the average in natural, constitutional strength-power of resistance to harmful influence—that their athletic specialty did not require as much endurance as other sports.

We who contend that tobacco does hurt the athlete could find the other extreme—a boy, naturally frail, who has taken up long distance running and smokes excessively. Certainly he is a miserable failure.

Cigarette smoking does hurt all those who indulge in it. The logical and fair way to ascertain the effect on any person is for that person to stop the habit and keep his life in all other respects exactly as it was when he smoked. But be fair in this; you need not expect any improvement (you may even note a loss of ability at first) until you have so mastered the habit that it no longer worries you. Just hang on to your determination to quit, and later when you are normal physically and mentally, you will find our athletic prowess very greatly improved.

Smoking ruined me as much for foot-

ball as for any other game. It always "got" my legs in particular, and a football-player has to have good underpinning. Strong legs are required not only for running, pushing and kicking, but for the crouching position and vigorous, speedy push-offs. The weakness caused by cigarettes is as much nervous as muscular, and one of the hardest things for the cigarette victim to do is to maintain for any length of time such a position as various foot-ball formations require.

I always noticed a slight chest soreness, probably from the inhalation of smoke, and during those years while I smoked, I preferred to be hit in the nose when boxing than in the chest. To be "straight-armed" in a football game hurt my hours after.

Another point of which I would remind you is that some of the effects of cigarettes are indirect—that is, as they modify athletic ability, they sometimes hurt a fellow's nerves or his sight, while seeming not to affect his body at all. Now you know, when you think about it an athlete must have firm nerves; if smoking did not cut your wind at all, nervousness would tire you out in a long contest before fatigue was really due. Any nervous strain is far more exhausting than one of muscular nature; it "gets" an athlete very quickly, and in a way that leaves a harmful effect—he feels fagged much longer than from normal muscular fatigue.

Eyes suffer from cigarettes. Within two weeks after quitting I noticed improvement. I was boxing a great deal at the time, and it requires strong, steady eyes. If I had never received any other eyes, if I had never received any other alone would amply repay me for having entirely quit the use of tobacco.—The Target.

**SCHOOL PROGRESS**

During the past twenty years the public schools have practically eliminated illiteracy and materially raised the general level of intelligence.

They have supervised the health and safety of the nation's children to a much greater extent than ever before and to their great good.

They have absorbed the great flood of immigration which inundated the country, and kept it American.

Through courses in vocational education, they have prepared young people for specific trades and have increased the earning power of those thus educated.

Our great advance in material prosperity can be ascribed in part to the higher educational levels and thinking to which the work of the public schools have raised the masses.

—Roger Babson.

Youth is the mainspring of the world. Its insurgency, its inquisitiveness, its eagerness to try the untried and do the impossible, drives the world forward in spite of the conservatism of age.

Fortunate are those of us who recognize the divine importance of youth's cocksureness and conceit, and yet know how, gently and appreciatively, to temper it with the riper judgment of aged years.

—Bruce Barton.

We do not know the problems our children will face; still less do we know the answers to their problems. Instead of preparing them for a situation pretentiously known in advance, we must prepare them to take care of themselves in an unknown and changing future. This fact our curriculum must positively use.

—William H. Kilpatrick, in The New Era.

Teacher—"Now, Paul, tell me why we put a hyphen in bird-cage."

Paul—"It's for the bird to sit on."

—Selected.

When your lover finds it in his heart to build castles in Spain he usually provides room for extra sonoritas.

**1400 Teachers  
Were Guests**

(Continued from Page 1)

later in the day. He and Dean Neale came by aeroplane.

Dr. Hicks, of the University of Nebraska, in his address on "American Frontiers, Past and Present," said that he liked to think of America as the conquest of a continent by a race of pioneers. He stated that he liked to think of this country less as a political entity and more as a people with opportunities.

The speaker went on to say that there are three American frontiers—the agricultural frontier, the industrial frontier, and a third, which has yet to make its appearance, the spiritual frontier.

The first frontier was that of the American pioneer who ventured out to build home for himself. The frontier, he continued, was the mold in which American character was cast. It is due to the environment of America that Americans are different from Europeans. In this connection, the speaker said that the Americans who did most were the frontiersmen who went out and

built anew.

Men of the agricultural frontier were characterized according to Dr. Hicks, by their optimism, democratic spirit, their endurance, and their belief in the future development of the country. In the building of the industrial frontier, Dr. Hicks told of the building of the railroads, and the development of the mineral resources. During this period, the educator brought out emphasis was largely on business success. He expressed the belief that the age of industry is approaching a close, and that the opportunity of the future is along spiritual lines. America, he said, is ready for reconsideration of religious problems. "This is the beginning of a new frontier in art, music, and science," the speaker said in closing, "and there is room for America to make a contribution all along the line."

Dr. Fred Englehardt.

Dr. Fred Englehardt, of the School of Education, University of Minnesota, spoke in the third general session, Friday morning, on the subject, "The Teacher as a Specialist." He began by saying that people do not yet appreciate the fact that education is not static. The fact that education is constantly developing, the speaker continued, must be brought before the minds of the people before any great advancement may be effected.

"Some think that no scientific principles can be applied to education," he said, "others believe that the whole progress of education must come through a carefully worked out philosophy." It is important, according to Dr. Englehardt, that the valuable be sifted from the worthless in education.

The most radical change that has come in education in the last twenty-five years, the educator asserted, is the development of the junior high school. The adding of the nursery school is the primary issue at the present time he said. These changes, Dr. Englehardt, went on to say, are bringing up a difficult housing problem.

In the latter part of his talk, Dr. Englehardt stated that teachers, in order to be able to work where their interests lie, must be paid wages determined by their training and teaching ability. Doing this, he concluded, will solve the problem which the single wage scale has attempted to solve.

Charles A. Lee.

Mr. Charles A. Lee, State Superintendent of Schools of Missouri, spoke in the first general session of the Teachers Meeting, Thursday morning, on "The Educational Needs of Missouri."

"The ideal to be gained," Mr. Lee said, "is equal opportunity for all the school children of the state. This will mean taxes will have to be placed on an equitable state-wide basis."

"The school tax," Mr. Lee continued, "raised as it is, is not in proportion to the other taxes. Out of every one hundred dollars that is spent, the speaker declared that only one dollar and fifty cents is spent for education, and only fifty cents is spent for church purposes."

The state superintendent of schools made the statement that every citizen of Missouri should have the privilege of sending his boys and girls to efficient, well trained teachers.

All the agencies, Dr. Rosenlof, asserted, which influence child minds, should be used to teach children to abhor crime. The teacher may in four ways aid in the character education of the child, according to the speaker. First, the teacher must train herself to regard her fellow-teachers more respectfully, and to remove that which is objectionable from her life; second, she must become a research worker in education; third, she must recognize the fact that character education has a place in the curriculum; and fourth, that the teacher is not alone responsible for the child's character; she should ally herself with those who are also responsible.

Mr. B. M. Little of Lexington, Missouri spoke in the general session Thursday morning at 10:20. Mr. Little, who at one time taught in the rural schools of Missouri and who has held the principalship of a school in the Philippines Islands, is at present cashier of Traders Bank at Lexington, and is president of the school board there.

He spoke on the subject, "I. O. U." He said that much of the world's business is transacted on faith. "We go through life, he said, borrowing enjoyment, care, and information." The main theme of Mr. Little's talk was the debts which school boards owe to teachers and the debt which teachers owe to school boards. He listed the debts which school boards owe to the teachers as good wages, the privilege of sick leave, a good place to work, a reasonable wage, privilege of teaching without interference of a political or religious prejudice and a minimum of personal interference.

The obligations which teachers owe to school boards, according to Mr. Little, are: the desire to grow; sympathy for the problems of the school board; and respect for contracts.

Dean M. G. Neale.

Dean M. G. Neale, of the School of Education, University of Missouri, Columbia, spoke in the first general session, Thursday morning on the subject, "Major Issue Confronting the Teachers of Missouri."

Dean Neale believes that one of the major problems confronting the teaching profession in Missouri is the need of a feeling of group consciousness and group unity. "Professional service must be as a sort of social servanthood," he said. "Teaching should not be on a missionary basis. It was the speaker's opinion that the public should pay for it fully, just as for any other professional service."

Smoking ruined me as much for foot-

The Missouri State Teachers Association has done much to help meet the problem of education. Dean Neale reminded his audience of the fact that, during the twenty-five years the state association has worked for the betterment of the state teachers colleges, labored with the problem of county supervision, been active in the work for free text books, compulsory education, and consolidated schools, and has financially aided a number of poor school districts.

Rural Section.

**Over the Library Desk**

Several well told biographies give one

a chance to become acquainted personally with some of the creators of literature. They are: Munson's "Robert Frost;" Anderson's "A Story-Teller's Story;" Tinker's "Young Boswell;" Solinourt's "William Blake;" and Moult's "Barrio."

The book shelf is well-filled and more books are being added all the time. There is a good supply of material for leisure reading, both prose and poetry. Some of the new novels are:

"Jingling in the Winds," Elizabeth

M. Roberts; "Babbitt," "Main Street," and "Arrowsmith" by Sinclair Lewis; "Three Black Pennies," Joseph Hergesheimer; "Poor White," Sherwood Anderson; "Sister Carrie," Theodore Dreiser; "A Lost Lady," Willa Cather.

The now books of poems by modern American authors are: "Priapus and the Pool," Conrad Aiken; "West Running Brook," Robert Frost; "Sonnets," Robinson; "Profiles from China," Eunice Tietjens; "Burnt Bush," Louis Untermeyer; "Selected Poems (Five volumes)," Robinson.

**How Teachers Build Child Character.**

By the influence of a fine personality upon unfolding life.

By insisting on honesty in school relationships.

By developing habits of self-restraint and goodwill.

By emphasizing the importance of industry and the dignity of labor.

By showing children how to work together and live together.

By helping children acquire the spirit of learning and the desire to continue their education throughout life.

By introducing children to biographies of men and women of initiative and character.—Journal of N. E. A.

The Journal of Education for September 23 carried an article entitled "Are High School Athletics Overdone?" The article was written by Frank D. Boynton, who is superintendent of Schools at Ithaca, New York.

Mr. Boynton considers the problem of so-called "varsity athletics" and physical education in the secondary school. According to his statements, Mr. Boynton believes in inter-college team contests, but he also believes that a real program of physical education should be provided for all school students. A part of his article is as follows:

"My athletic program is, then, 'athletics for all and all for athletics.' Let the 'Varsity Teams' be the product of physical education as a senior class is the product of academic education. Instead of a small squad playing basket ball and baseball, e.g., have all boys and girls playing both. Have a program

that will not only include these sports but field hockey, tennis, volleyball, field sports, etc. The statement that

one hears frequently, namely, that boys are held in school because of their athletics, is overbalanced by those who fail because of excessive athletics.

Our school physicians tell us of the number of the physically defective that they find; defects which, if not corrected in youth, will handicap the individual throughout life. The army records show a pitiful situation in this respect. Are these to receive no attention? Thus far they have been the last to be considered worthy. Physical education should pay attention to these. There should be open-air schools, special exercises planned and attention given to diet, yes, at the expense of 'Varsity Athletics,' where the funds aren't sufficient for both.

In a public discussion it would be difficult to maintain the thesis that public funds should be used for the purpose of providing athletic training for a few boys nearly perfect physically in order to develop a team that has for its major objective the beating of some other team similarly trained. 'School spirit' in the light of the meager support often given these small groups, cannot be urged as a justifying reason for such expenditure.

Unless a program of athletics were broad enough to take in the entire student-body, including a program for all-the-year-round recreation with evening programs for grown-ups after some such plan as is herein briefly sketched, I should not be willing to ask the taxpayers to employ a physical director. I am not interested in the 'coach' per se, but I am interested in a strong program of physical and health education as broad as the school system itself, in charge of trained teachers and students showing special abilities in this work, and for such a program, I have persuaded Ithaca to support, not one but eleven such physical and health teachers, and to interest as many more teachers of the line to do after-school work."

Success  
He has achieved success who has lived well, laughed often and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task; who has left the world better than he found it, whether by an improved poppy, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty or failed to express it; who has always looked for the best in others and given the best he had; whose life was an inspiration; whose memory is a benediction.—Mrs. A. J. Stanley.

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## Writers Club Give Tea for Alumni

Members of the Writers Club, assisted by Miss Dykes, served tea for former members, alumni, and friends Thursday evening, October 24, from 4:00 until 5:00 in Room 226. Miss Hawkins poured.

At the tea, plans of the club for the year were discussed, and former members told what they had done in the way of creative writing since they were last in school. Plans were discussed for the organization of a chapter of Sigma Tau Delta, national honorary English fraternity, in the College.

Members of the club were gratified to find that members of the club among the alumni are still interested in doing writing of an original nature, and are getting the students in their classes interested in creative writing.

Several magazines for writers were examined, and addresses of the publications were copied with the idea of subscribing to one or more of them. Magazines examined were Writer's Monthly, Writer's Digest, The Writer, and The Rectangle.

Sarah Moore is temporary chairman of Writers Club. The next meeting will probably be held this week.

## Edmund Vance Cooke Speaks at College

The principal speaker on the general program for Thursday evening, October 24, was Dr. Edmund Vance Cooke, author, lecturer, and entertainer from Cleveland, Ohio.

Dr. Cooke is well remembered by many S. T. C. students and townspersons for his lecture at the College during the Spring term of 1929 in which he quoted some of his best-known poems. His "Moo, Cov, Moo," "How Did You Die?" and "Rah, Rah Varisty" met with great favor at his last appearance here.

Mr. Cooke's lecture began at 8:30 Thursday evening. One of his well-known poems which he has sent us is printed below. Concerning this poem, "How Did You Die?" Joseph W. Folk has said, "I would rather be the author of the poem, 'How Did You Die?'" than to hold the highest office in the land. That poem will live and brighten lives when presidents and kings of today are forgotten. It is the one literary effort of the present which will go down through the ages.

"How Did You Die?"

Did you tackle that trouble that came your way?

With a resolute heart and cheerful, Or hide your face from the light of day?

With a craven soul and fearful, Oh, a trouble's a ton, or a trouble's an ounce,

Or a trouble is what you make it, And it isn't the fact that you're hurt that counts,

But only how did you take it?

You are beaten to earth! Well, well, what's that?

Come up with a smiling face! It's nothing against you to fall down flat,

But to lie there—that's disgrace. The harder you're thrown, why the higher you bounce,

Be proud of your blackened eye! It isn't the fact that you're licked that counts;

It's how did you fight and why?

And though you be done to death, what then?

If you battled the best you could, If you played your part in the world of men,

Why the Critic will call it good. Death comes with a crawl, or comes with a pounce,

And whether he's slow or spry, It isn't the fact that you're dead that counts,

But only how did you die?

Father: The man who marries my daughter will get a prize."

Ardent Suitor: May I see it, please?

## Missouri Theatre

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MARIANNE

Coming soon— "Dance of Life," "Why Bring That Up," "Cock-eyed World,"

Harold Lloyd in "Welcome Danger,"

Will Rogers, "They Had to See Paris."

## Past-President Gives Address

(Continued from page 1)

about it has no business in the country.

For a minute let's notice the needs of the rural school. We have talked about equipment and better buildings for a few years and marvelous things have happened. Through demonstration work and more definite courses of study we are trying to bring about adjustments for the good of the child. All of this is important. If your school is not equipped it is your job to secure equipment and I believe the teacher who is "batting the ball" can, in most instances, have equipment. Plan your work in such a way that you need equipment and you will be able to get it.

Many rural schools have up-to-date equipment, good buildings, etc., but if the teacher is not using what is furnished wisely, is not alert to newer and better ways of doing her work, it is of no value to the boys and girls. It is as if a man owned a Pierced Arrow but whose chauffeur knew nothing about any car but a Ford.

We shall not discuss needs of that nature but there is a need we want of a nation depends upon the advancement of the rural people."

Mr. Carver, author of "Principles of Rural Economics," says: "So long as the rural population is improving there is no danger of national decay or weakness. No other problem is ever second in importance to that of maintaining the native quality of the rural population. The rural districts are the seedbeds from which even the cities are stocked with people."

I am reminded of the story of the sending of Bishop Hare to the Indians by the Episcopal Church. Bishop Hare was a man of broad refinement and culture and was loved by all. Some were indignant that he should waste his services with the Indians and said it was like using a razor on kindling wood. A teacher who feels that way

## Tri Sig Girls Give Stunts and Dinner

The pledges of the Sigma Sigma Sigma sorority enjoyed some pledge initiation stunts at the dormitory Wednesday evening, October 23, at 4:30.

Following these stunts, the pledges were taken to Hotel Linville for dinner. The entertainment during the dinner hour consisted of Tri Sig songs and a program furnished by the pledges.

Those present were: Helen Slagle, Georgia Ellen Trusty, Mildred Sandison, Geraldine Hunt, Marcella Clary, Pauline Walker, Margaret Lindley, Lucille Shelly, Merle Shambarger, Winifred Baker, Ruth Fields, Mary Ellen Dildine, Verma Houghton, and Grace Gallatin, actives; and Hazel Moore, Mary Alice Jones, Estelle Campbell, Minnieta Knox, Esther McMurry, Eunice Cox, Constance Baur, Mildred Jacobs, Maude Ella LaMar, Roberta Botkin, Hermine Baur, Caroline Heffley, Velma Dowis, Faye Bogard, and Carmen Jenkins, pledges.

5. Advanced students may be encouraged to deliver public addresses on the significance of education in your state. Alumni in responsible school positions will be glad to avail themselves of such services.

6. The college library may make a special exhibit of books, with graphs showing the increase in number of books read or the improvement in the quality of books selected for reading.

7. Classes in education may discuss:

(a) How various school subjects contribute toward the achievement of the seven cardinal objectives of education.

(b) The professional growth of teachers as indicated by increasing enrollment in local, state, and national associations;

(c) The ethics of the profession as stated by the National Education Association;

(d) The needs of the schools as set forth in the resolutions of the National Education Association.

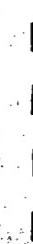
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to mention. One need of the rural school is a longer tenure of teachers. Fifty percent of the teachers in rural schools are new each year. I wonder how a city superintendent would like this? It would be a good thing if every teacher who takes a rural school had served an apprenticeship in a town or city. But we have it backward. The teacher, it seems, teaches in the country until she has enough experience to teach in town. Many children do not stay in school until they have finished the elementary school course so it is important that they have the best teaching while there, if society is to be protected. So the primary teacher should be the one who is tried and has proved that she can teach. The city teacher can take her problems to the building principal, and he in turn to the superintendent, while the rural teacher is principal, superintendent, janitor, doctor, lawyer and nurse. The city teacher can ask the supervisor about methods and teaching problems but the rural teacher is her own supervisor except for a time or two during the year when help reaches her.

Probably the teacher is responsible for the great turnover. Maybe she becomes discouraged and dissatisfied with her lot. Maybe she has ear trouble on the way to school, then gets there and finds the building cold, and somebody has been in the building the night before and the sweeping needs

to be done over. Yes, there are many problems but the children face the well. He was facing the danger, problems difficulties and after all the difficulties add nothing to the education or you are superintendent, principal, or supervisor so what will promotion of the child. Face the obstacles together and do not waste any time feeling sorry for yourself. If it is too hard for best possible self and lead the children you do not stay another year, but put to do the same and your promotions will come in due time. Let's try to grow brains, vigor, energy and pop into the job while you do stay.

The rural teacher faces a few definite dangers. There should be some "Stop, Look, Listen" signs placed around so the teacher could avoid them but this is not done.

One pitfall to be avoided is that of "professional stagnation." When you are about to be overtaken with professional stagnation you lose interest in your professional reading. You think you do not need teachers meetings because you have had considerable experience.

Are you bigger professionally this year than you were last? Do you know what the latest thinking is in your field? Have you read the suggestions and helps in your new courses of study? If not you are probably about to fall into the abyss of professional stagnation.

Another danger is that of setting your standards too low or probably not set any standards. By what standard do you judge your work? Do you aim to make an effort to hit them? Do you at definite, specific objectives then measure by objective standards or do you accept meaning well for doing well?

I visited a little teacher one day and her work was going perfectly. I could find many things to commend. Her plan book was up to date and I could tell what her aim was in each lesson taught. Every child was busy at worth while work. I was happy and told her so. As I left the building at recess and started to my car she followed me and said, "Miss O'Brien please tell me how I may improve my work. I am doing the best I know how but am sure you can tell me some ways to make it better." I made three minor suggestions and before long I had a letter from her telling me that she had tried the suggestions and liked the results. Her mind was not closed.

A young man, who was teaching his first school, came to my office one day and said he wanted me to help him find a "good job." I asked him what was wrong with the one he had and he said, "Well, I want a big job." I said to him, Now, listen, I suspect that job you have is big enough for you. You go back there and outgrow that job and some of us will know it. Then will come the better job." He

develop your own ingenuity and think through many difficulties. Surely you will become bigger as the result.

You have an opportunity to serve and those whom you serve appreciate your service most. Probably you will be the one who will lead the rural boy and girl to appreciate good music, to appreciate good books, and to appreciate God and His two Books, the Bible and the great Out of Doors. Remember that appreciation comes by suggestion and guidance and not by assignment. If you do not appreciate these things it is because you were cheated. You will not be the one to cheat other children. You are the one who will lead boys and girls to better reading and who will leave with them desire for better reading than they have had before.

The rural teacher has an opportunity to develop her own ability as a leader and to train others for leadership. Dr. Pittman said, "The supervisor should be humanity and problem manipulators. Those who have the ability to move the right person around in front of problem and dare him to solve it should be supervisors." The same thing may almost be said of the rural teacher. You are to make the folk in your community dissatisfied, then they will want adjustments. What an opportunity for service. You change the thinking and the attitude of the child and the changes will come, because we read that "A little child shall lead them."

My our slogan be "A well trained teacher in every room correlating school work with the lives of the people."

I read a story about some young Smiths who lived on a by road which them.

## Special!

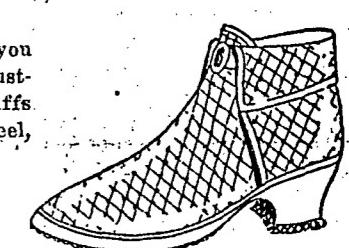
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## MONTGOMERY WARD & CO.

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**The Stroller**By **1111**

They put out the paper two days ahead this week, and then it rained, so the Stroller had to do most of his strolling in the rain. So don't blame him if he tracks a little mud.

The paper's extreme correspondent brings the report that the Darm girls are striking for bigger and better date hours. The Stroller is anxiously waiting for further reports on the progress of the strike. Someone on the welfare board of the faculty reports that some means to protect Miss Martindale's corsage bouquet must be taken if she is to be happily piloted through M Club and other dances in the future.

Is there anyone who doesn't know who was the hero of Friday's football game? If so, the Stroller will tell them. It was Mr. Gardner. He tossed a kick. When the ball was punted far into the air by a St. Benedict player, it came down on the south side of the field and rolled over near where the band was playing. Just as it rolled over the last time, Mr. Gardner braced his feet, leaned forward in his chair, and heaved the ball back into the field. The Stroller doesn't know the rules well enough to know what that counted, but he thinks it should be given honorable mention anyway.

The Stroller understands that Clarence Worley has been walking home with the janitor. But upon being questioned; Margaret Conner denies the title.

And have any of you fellows seen Harvey Hollar's art gallery. If not, ask him for visiting hours. The Stroller understands that there are no admission charges.

The Stroller has heard that Miss Dykes also got honorable mention in the special edition of the Northwest Missourian.

The Stroller has it that those Kappa Pie girls surely lived up to their name by the feed they put out at the homecoming dinner.

And now that everyone has gone home, the Stroller hasn't anything to do but just stroll around and look at the signs all by his lonesome—no one reports finding any money so we guess the teachers must have all been broke AGAIN. The Stroller might study some but then it's only a few weeks until Christmas vacation. One might as well drift along now and study hard during vacation when there will be more time.

Yes, the big orchestra was a success. The Stroller overheard a remark or two from some of the visiting members of the orchestra. One member said, "Why, you couldn't hear the cornet section for that flock of fiddles." Another said solemnly, "Well, I think that anybody who will play one of them there oboes will sleep in a night gown." Another added, giving a demonstration of an oboe artist by blowing through a coke straw—"Sure gives him that old cession cat grin to blow that thing, don't it!"

The Stroller kept looking for that monstrous bird that was flying around over the campus Thursday to light on top of the administration building, but he supposes that the bloomin' thing must have been mostly black bird, since it finally hopped around out northwest of the administration building and landed in a field. But others were fooled also, since the Stroller has it, that Homer Humpo and W. A. Rickenbode spent a good half day doing reception duty waiting for the huge bird to land down east of the city of Maryville, and they never did see it light.

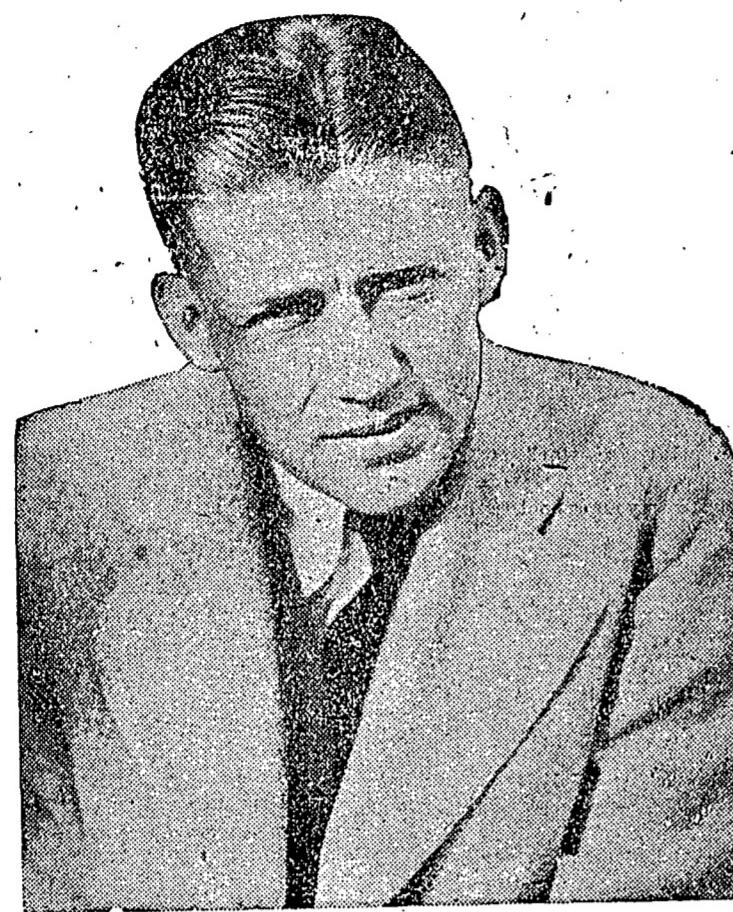
The Stroller has sent for a bicycle now since someone of the outstanding speakers on the program said that if you wanted to be great you should put a bicycle up in a tree and peddle away and imagine you are flying across the world.

Well, anyway, the rain almost made a rainbow out of our campus when all the rain coats, hats, and umbrellas got going. Miss Gwin had it K. O. all except her Bible when she said, "There goes Jacob with his coat of many colors," as Nettie sauntered along in Residene Hall. The Stroller may be a fool but he's hopin' those doggone Mules are likely to get fooled until they're most dead when the Bearcats get through pounding them over the back and drivin' them hard with the line.

The Stroller doesn't wish the Mules any great harm, but he would like to upset the wagon and spill Warrensburg's spirit. They are hauling a load of tricks, plots, schemes, skull dugory, and other utensils to try and block the highway for the march of the Bearcats—no foolin' the Stroller knows those Warrensburg students have lived around the Mules so much that they all know how to bray and kick up a big fuss whenever a visiting team comes along. The Bearcats will just have to put cotton in their ears, make them think they're cotton mules and run around among them, and not listen to them bray.

The Stroller is just so anxious to chalk up another victory that he is taking a chance and has dragged out his old shotgun and file.

We'll come along if we can't see the game let's send our spirit and hunt up our costumes for the party.

**College Basketball Coach Has a Remarkable Record**EARL A. DAVIS  
Head Football Mentor

He was tackled, and St. Benedict was penalized 15 yards for violation of the fair catch rule. Maryville's ball on the St. Benedict 25 yard line, Smith made 2 yards over left tackle, and Maryville was penalized 5 yards for delaying the game on a mixup in signals. Milner substituted for Fischer, who received a big hand as he left the field.

Milner lost 6 yards when he failed to find a receiver for his pass. Milner then passed over the goal line for a touchback, the ball going to the Ravens on their own 20 yard line. Besnah made 1 foot over right guard, and was followed by Gottschalk over the same place for 2 more feet. Gottschalk punted 25 yards to his own 32 yard line, one of his teammates stopping the ball. Twister Smith, on two attempted runs around left and right ends respectively, lost a total of 9 yards. Milner's pass was incomplete, and Duse punted 45 yards over the goal line for a touchback. St. Benedict's ball on their own 20 yard line, Frey failed to gain on an attempted left end run. Maryville drew a 5-yard penalty for off-side. Frey gained 5 yards on a run around left end for first down and ten to go. Besnah added 3 yards over right tackle and the quarter ended.

St. Benedict's took the ball on their own 33 yard line. On a fake play Frey lost 3 yards. On another fake play Lispi lost 1 yard. Gottschalk punted 55 yards to Milner who returned the ball to the Maryville 26 yard line. Staleup substituted for John Smith at end. Twister lost 2 yards over left tackle. On a run around left end Duse made 4 yards, and Twister made another 2 yard loss after carrying the ball entirely across the field laterally. A punt by Duse was blocked on the Maryville 30 yard line, but Duse recovered for a loss of 2 yards. The ball went to St. Benedict's on Maryville's 20 yard line on downs.

Batters threw an incomplete pass after a neat trick play behind the line of scrimmage. Russell in for Kissinger on the Maryville lineup. Besnah threw a pass to Gorges, who dropped the ball after a good catch. St. Benedict drew the 5 yard penalty that goes with 2 incomplete passes in the same series of downs. Moore, of Maryville, substituted for Ruth at center. Besnah passed 5 yards to Gorges and Maryville took the ball on their own 20 yard line on downs. Twister Smith broke thru left tackle for a gain of 20 yards and first down, and then repeated with a gain of 6 yards over right tackle. Duse then carried the ball over right tackle for 9 yards and first down, the ball going into St. Benedict territory on the play. St. Benedict called time out after the play.

For one year Iba played basketball on the C. D. Smith drug store team at St. Joseph when Forrest DeBernardi was coach, returning to his studies at Westminster. For the last two years he coached at Clarendon. Here he was head basketball and baseball coach and an assistant football coach. The first year his basketball team won the state championship and last year was runner-up at the National Intercollegiate tournament at Chicago.

Iba devoted his time to playing amateur basketball, playing two years on the Sterling Mills of Oklahoma City, and finished the season last year with the Hillyards.—Forum.

Believing he had accomplished all he could at Clarendon high school, Oklahoma City, Okla., Henry P. Iba picked out a school for a coaching job where he would face the most difficulties and where he could sound out his abilities.

These are the reasons why this Easton boy, known to most every sport fan in this section of Missouri, came to the Northwest Missouri State Teachers College as head basketball coach and assistant to Earl A. Davis in other phases of sports.

Iba came here with the opening of the football season. He had made a remarkable success at Clarendon high in the Oklahoma metropolis, building up championship basketball teams from a squad comprising only two men who had ever played before.

With the resignation of H. F. Lawrence at the College a vacancy was created in the athletic department. Lawrence closed his coaching career with a championship basketball team and with graduation this spring the team was virtually wrecked, only one man of the regular five left in school. Iba has a hard task before him. It will be his duty to develop a team to replace the four stars in Burks, Ungles, Hodges and Crane, from last year's freshman team, one senior, his brother, Howard, the captain-elect, and H. H. Fischer, a regular forward.

But Iba believes there are possibilities in the material available to form and develop more winners at the Northwest Teachers College.

He comes from a family of athletes, being the eldest of three. Howard and Clarence are enrolled in school here, the latter a sophomore, and both lettermen last year.

Iba does not know what it means to be on or coach a losing team, and just

now he is devoting his time to whipping into shape a line for the 1929 Bearcat football team. He has had to take green material and backfield players in order to build up enough weight to replace the graduates of last year. To date this line has held its own.

Iba went to school at Easton, graduating in 1923, in this Teachers College district. He won a scholarship to Westminster College at Fulton, which he attended three and one-half years, during which time he played on seven championship clubs.

For three summers he attended school at the Northwest Missouri Teachers College, and in the summer of 1928 received his degree of B. S. in physical education.

While at Westminster Iba played end on the football team. He played all three positions on the basketball team and for two successive years was captain. On the baseball team he was a pitcher and captain one year and on the track he ran the hurdles. All in all, he won three letters. Westminster is a member of the Missouri College Union and Iba was known in this circuit as the outstanding basketball player.

For one year Iba played basketball on the C. D. Smith drug store team at St. Joseph when Forrest DeBernardi was coach, returning to his studies at Westminster. For the last two years he coached at Clarendon. Here he was head basketball and baseball coach and an assistant football coach. The first year his basketball team won the state championship and last year was runner-up at the National Intercollegiate tournament at Chicago.

Iba devoted his time to playing amateur basketball, playing two years on the Sterling Mills of Oklahoma City, and finished the season last year with the Hillyards.—Forum.

**Take Benedict's**

(Continued from page 1)

to the St. Benedict 35 yard line, and on the next play elected to make a touchdown, which he did by running through a hole over right tackle, cutting back to the center of the field, side-stepping a back, and trotting the remaining few yards to lay the pigskin down on the sod for six points. No need to restate that Duse's kick for extra point was good. The rest of the quarter continued to be a battle near mid-field, with neither side doing any damage.

With the change of goals at the quarter, and with the wind advantageously at their backs, the Ravens came back for a last attack, determined to even the count, or even pass it if possible. And their threat was nearly good. The old fire, which often is characteristic of the underdog in a football game, shone forth, and the attack was on. Somewhere near the middle of the final period, the St. Benedict backfield tore out to make yard after yard, first by pass and then by plunge. Speed was added to the variety of the visitors' fireworks, and before any one knew what had happened, Frey, speedy Raven quarterback, had come so near the Maryville goal line that while lying prone on his back with several Bearcats on various parts of his anatomy he softly reached the ball across the line for a touchdown. But Lispi's attempted place-kick was low and therein lay the secret of the Maryville third consecutive victory.

The remainder of the game was a sort of anti-climax, still furnishing enough thrills to keep the stands on edge. St. Benedict again took the ball and the ball 10 yards, Hartnett, on the next play, failed to gain over center. Gottschalk got thru right guard for 4 yards and then punted 25 yards to Frey who returned the ball 10 yards, Hartnett, on the next play, failed to gain over center. Gottschalk got thru right guard for 4 yards and then punted 25 yards to Twister Smith who signaled for fair catch on the St. Benedict 40 yard line. On the next two plays Duse

it was, safe in Bearcat possession when the gun brought the agony to an end. The Maryville-St. Benedict Game Play by Play.

"Twister" Smith, for Maryville kicked off over the opponents' goal line and the ball was given to St. Benedict's on their own 20 yard line. Lispi went through tackle for 5 yards, and Gottschalk gained 2 over left guard. On a loft end run Frey made 2 yards and then failed to gain over center. Gottschalk punted 30 yards to Fischer of Maryville. Fischer on the next play took the ball over right guard for 5 yards, and then lost a yard on an attempted left end run. Maryville drew a 15 yard penalty for holding. Fischer threw an incomplete pass and followed with a 40 yard punt from the Maryville 30 yard line to the St. Benedict 30 yard line.

Frey, St. Benedict quarterback, squirmed through left guard for 3 yards and on the next play failed to gain over center. Gottschalk got off a 30 yard punt to Fischer on the Maryville 40 yard line. Maryville called time out, Fischer having hurt his ankle catching the punt. On his own 40 yard line Twister Smith made 2 feet on a run around right end. Fischer completed a pass, but the play was good for no gain. Fischer attempted another pass, or pass, but the ball was grounded.

Fischer next punted 55 yards to St. Benedict's 10 yard line and the ball was returned 8 yards by Frey. Frey gained 4 yards over left tackle and Gottschalk punted 40 yards to Fischer, who returned the ball to the 50 yard line. Duse made 8 yards over left tackle on the next play. W. Dowell substituted for Mahood. Russell dived over left guard for a 4-yard gain, and Twister Smith followed with 5 yards thru left tackle for first down, the half ending.

**Second Half**

Twister Smith kicked off for Maryville with the wind at his back, the ball going 30 yards to Klein who returned it to his own 33 yard line. Frey went over center and on a cut back got loose for 15 yards, being nailed by Russell. First and ten for St. Benedict's. Frey next went for 5 yards over center, to be followed by Beattie in the same place for a 2-yard advance. The ball was St. Benedict's on the Maryville 44-yard line. Frey sneaked over right guard for 2 yards, missing a first down by inches. The next play made first down when Frey on a quarterback sneak followed center over for 2 yards. Besnah was stopped at left guard for no gain. On the next play St. Benedict's fumbled and Staleup recovered for Maryville. Fischer found right tackle open for 11-yard gain, putting the ball again in St. Benedict territory. Twister Smith tried left guard on the next play but the ball was called back and Maryville was penalized for off-side play. Fischer's pass to Hodge was incomplete, but Russell managed to pick up 6 yards on a cross-buck play thru right guard. Fischer tried a long pass which went over Marr's head and was incomplete. Maryville consequently receiving a 5-yard penalty.

Duse punted but Maryville was off-side and the play was called back and a 5-yard penalty inflicted. Duse punted again for 40 yards to the St. Benedict 20-yard line, and just as the quarter ended, the ball was returned to the St. Benedict 20-yard line.

St. Benedict's, with the wind now at their backs took the ball for first and ten on their own 20 yard line. Beattie found easy going thru center for 15 yards, and Frey added 6 for first down. Beattie was then stopped by Mahood for a 1-yard loss. W. Dowell in for Mahood, Bradley came back from the line to throw an incomplete pass after receiving a lateral pass behind the line. Bradley made 9 yards over center, which was sufficient for first down. Bradley punted 60 yards over the goal line for a touchback, and the ball was brought out and given to Maryville on the Maryville 20-yard line. Fischer

tried to no avail at left tackle but was able to gain a couple yards on the other side of the line. Duse punted 35 yards to the 50-yard line, but St. Benedict's was off-side and the punt was called back for infliction of a 5-yard penalty. Westfall substituted for Seeley.

Fischer inched out 3 yards for first down over center, and on the next play lost two feet at right tackle. Fischer then recovered lost ground when he gained 2 yards over left guard. Duse got off a 35-yard punt from the Maryville 35 yard line, and it was returned by Frey to the St. Benedict 42 yard line. Beattie on an off-tackle play gained a yard and ran out of bounds, the ball being brought in 15 yards and first down. Frey made two yards each on plays over center and left tackle. Officials called time out for a short conference.

With the ball on Maryville's 37-yard line, Frey of St. Benedict's threw a lateral pass to Bradley who skirted right end for 10 yards and first down. John Smith came into the line-up for Staleup at end, and Egeldorf substituted for Westfall at tackle, on the Maryville team. Frey skirted left end for another yard, and Bradley plowed off right tackle for 9 yards and first down. Bradley added to the gains with 6 yards over right guard. Ruth replaced Moore at center for Maryville. St. Benedict's were within 5 yards of the goal line. Frey made 1 yard thru right guard, and officials called time out. Fischer rounded right end just as the final gun sounded the end of the game, and the ball was Maryville's just 18 yards from another touchdown. Score: Maryville 8, St. C. 7, St. Benedict's 6.

Ruth—C—Murphy Sillers—LG—Gatson Mahood—RG—Bradley Seeley—RT—Lorenz Hodges—LT—Nadolski J. Smith—RE—Birger Marr—LE—Gorges Fischer—QB—Frey Duse—RH—Besnah C. Smith—LH—Johnson Kissinger—FB—Gottschalk Substitutions: Maryville—Staleup for J. Smith, Milner for Fischer, Russell for Kissinger, Moore for Ruth, Westfall for Seeley, Egeldorf for Westfall, Dowell for Mahood, Bob Dowell for Hodges, St. Benedict's—Beattie for Gores, Hahn for Birger.

**Summary:** Yards from scrimmage, Maryville 170, St. Benedict's 107; first downs, Maryville 10, St. Benedict's 8; punts, Maryville 6 for 220 yards, St. Benedict's 12 for 235 yards; forward passes, Maryville completed 2 for 20 yards, 9 incompletely, one intercepted; St. Benedict's completed 1 for 5 yards, 7 incompletely, one intercepted. Penalties, Maryville nine for 85 yards, St. Benedict's five for 35 yards. Referee, E. C. Quigley; umpire, John Hanes, Hahn for Birger.

**Summary:** Yards from scrimmage, Maryville 170, St. Benedict's 107; first downs, Maryville 10, St. Benedict's 8; punts, Maryville 6 for 220 yards, St. Benedict's 12 for 235 yards; forward passes, Maryville completed 2 for 20 yards, 9 incompletely, one intercepted; St. Benedict's completed 1 for 5 yards, 7 incompletely, one intercepted. Penalties, Maryville nine for 85 yards, St. Benedict's five for 35 yards.

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